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ABSTRACT

This checklist assists in adapting and structuring all aspects of classroom life to better meet the needs of students with attention deficit hyperactivity disorder (ADHD). The checklist is divided into seven sections: (1) environmental interventions (changes in the physical setting that will increase the likelihood of increased learning); (2) academic interventions (modification of classroom procedures and expectations for the students); (3) instructional interventions (changes in teacher behavior, lesson presentation, or both); (4) organizational interventions (strategies to assist the student toward independent self-organization); (5) homework interventions (ways to ensure that independent practice will be productive and lead to the student's learning); (6) behavioral interventions (methods to increase the likelihood of positive behaviors leading to increased learning); and (7) social skills interventions (modifications to help the student with ADHD relate more positively with peers). Three additional blank items have been added to each section to allow educators to insert their own interventions. Directions for using the checklist are provided. (Contains 15 references.) (CR)

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The ADHD Intervention Checklist

Elaine K. McEwan

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ADHD Intervention Checklist

The ADHD Intervention Checklist has been designed to help teachers, administrators, and other support personnel adapt and structure all aspects of classroom life to better meet the needs of students with attention deficit hyperactivity disorder (ADHD). The purpose of using any intervention is to maximize learning opportunities for the student.

The checklist is divided into seven sections: (a) Environmental Interventions (changes in the physical setting that will increase the likelihood of increased learning); (b) Academic Interventions (modification of classroom procedures and expectations for the student); (c) Instructional Interventions (changes in teacher behavior, lesson presentation, or both); (d) Organizational Interventions (strategies to assist the student toward independent self-organization); (e) Homework Interventions (ways to ensure that independent practice will be productive and lead to the student's learning); (f) Behavioral Interventions (methods to increase the likelihood of positive behaviors leading to increased learning); and last, (g) Social Skills Interventions (modifications to help the student with ADHD relate more positively with peers).

The ADHD Intervention Checklist is neither comprehensive nor inclusive. Creative teachers, administrators, and other support personnel will no doubt modify and add to this list as they use it with students. For that reason, three additional blank items have been added to each section. Please insert your own interventions in the spaces provided.

Many of the interventions included in the checklist will benefit all students. However, the interventions are often essential for the learning of students with ADHD.

DIRECTIONS

1. Obtain one copy of the ADHD Intervention Checklist for each student for whom adaptations are needed. The instrument is best used in a team decision-making setting where the group will jointly identify the specific adaptations that are essential and then provide support for the classroom teacher who will be implementing the adaptations.

2. Prior classroom observations by the administrator or support personnel (or both) may provide information about what adaptations are already being implemented in the classroom and what adaptations might prove most beneficial to the student.

3. Prioritize the adaptations that the team feels are most important for the student's academic success. Select the adaptation(s) to be implemented, and choose a beginning date as well as a date when the team will remeet to evaluate the outcome. Implement the intervention for a minimum period of 3 weeks before evaluating success-failure.

4. Avoid overloading the teacher and student with too many new systems or procedures. Choose one or two complementary interventions for best success. Provide information-supervision-technical assistance to the classroom teacher when needed.

5. Remeet as a team to determine the degree of success. Use the following scale (1-5) to rate the degree of success: 5 (*intervention works consistently*), 4 (*intervention works most of the time*), 3 (*intervention works sometimes*), 2 (*intervention seldom works*), 1 (*intervention never works*). Determine whether to modify the intervention still further or to implement new interventions.

6. Continue to use the ADHD Intervention Checklist as needed throughout the school year to fine-tune the student's educational program. Many of the interventions will be temporary in nature as the student gains responsibility and independence. Continue to raise expectations with each new level of success. Other interventions may need to be consistently implemented throughout the school year.

7. Place the completed checklist in the student's cumulative file at the end of the school year. It will prove to be a helpful resource to future teachers and support personnel. Teams may wish to use a new checklist for each academic school year.

NOTES AND RESOURCES

Many of the interventions are simple and self-explanatory. Others are complex and require background reading, special training, technical assistance, or a combination of these. These items are marked by numbers indicating references and explanatory notes following the checklist. You may wish to consult these resources for further information and help.

FORM 5.1

ADHD Intervention Checklist

Name _____ School Year _____ Grade _____

Begin Date	*End Date*		*Degree of Success*
		Environmental Interventions	
_____	_____	1. Assign student to classroom that is structured, consistent, and predictable.	_____
_____	_____	2. Seat student where most visual distractions are behind him or her (e.g., in front row with back to rest of class).[1]	_____
_____	_____	3. Seat student away from potential distractions (e.g., heaters, air conditioners, high traffic areas, pencil sharpeners, windows, water coolers, noisy classmates, etc.).	_____
_____	_____	4. Seat student near teacher as well as appropriate role models. Avoid isolating the student.	_____
_____	_____	5. Post a few simple rules in highly visible places in the classroom.	_____
_____	_____	6. Create a stimuli-reduced area that all students may use (e.g., study carrel in corner of room). Encourage student to self-select this environment when necessary.	_____
_____	_____	7. Permit student to stand, move between two desks, or sit at a round table and move from chair to chair while working.	_____
_____	_____	8. Provide brief breaks (e.g., to run errands, water plants, distribute materials) or exercise breaks to relieve the "wiggles."[2]	_____
_____	_____	9. Permit student to use earplugs or headphones to block auditory distractions during tests or independent seat work.	_____
_____	_____	10. Allow for a higher level of restlessness and movement on the part of the student during teacher presentation than would normally be acceptable.[3]	_____
_____	_____	11. Other _____	_____
_____	_____	12. Other _____	_____
_____	_____	13. Other _____	_____

Begin Date	End Date		Degree of Success

Academic Interventions

_____	_____	14. Experiment with a variety of testing formats to find the one best suited to the student's learning style (e.g., true-false, fill-in, multiple choice, or oral).	_____
_____	_____	15. Provide lined answer spaces for responses on short answer or essay tests.	_____
_____	_____	16. Permit student to take tests in less distracting environment (e.g., resource room, study carrel).	_____
_____	_____	17. Permit short breaks during tests.	_____
_____	_____	18. Teach student test-taking strategies (e.g., eliminating all incorrect responses on a multiple-choice test rather than rushing to choose a correct answer).[4]	_____
_____	_____	19. Give student as much time as needed to complete a test. Avoid timed tests whenever possible.	_____
_____	_____	20. Provide student with cloze notes to use during lesson presentations. The cloze technique provides student with an outline or set of notes with key words missing. The student is expected to fill in missing key words during direct instruction.	_____
_____	_____	21. Provide photocopied text or outline that student can underline or highlight key concepts during direct instruction.	_____
_____	_____	22. Provide ample "wait time" (i.e., the amount of time you wait for an answer during classroom discussions). Allow at least 5 seconds. Return to student if he or she needs more time to organize a verbal response.	_____
_____	_____	23. Show student examples of completed assignments that demonstrate the teacher's expectations (e.g., research projects, book reports, essays, dioramas, or stories).	_____
_____	_____	24. Provide student with audiotape of important text material.	_____
_____	_____	25. Permit student to highlight main ideas in textbooks and jot notes in margins.	_____
_____	_____	26. Encourage the use of a word processor for preparation of assignments.	_____
_____	_____	27. Permit alternate methods for mortaring (e.g., photocopy the notes of a more organized student, permit the student to compare his or her notes with those of another student, or allow student to copy the notes of the teacher).	_____
_____	_____	28. Schedule more demanding classes or subjects when student is at peak performance.	_____

Begin Date	*End Date*		*Degree of Success*
____	____	29. Emphasize quality of assignment rather than quantity (e.g., three well-constructed sentences are preferable to not handing in the assignment at all).	_____
____	____	30. Make eye contact with student before giving instructions. Ask student to restate instructions before beginning independent practice.	_____
____	____	31. Teach, model, and frequently reinforce one specific previewing or comprehension strategy and encourage the student to practice and use it consistently (e.g., SQ3R).[5]	_____
____	____	32. Give a concrete reinforcement, such as a star or token, for the completion of each in-class assignment.	_____
____	____	33. Enlist the help of an aide or volunteer to read important material aloud to the student.	_____
____	____	34. Allow the student to dictate thoughts and ideas to someone else before copying his or her dictated information.	_____
____	____	35. Give student several options for both obtaining and reporting information (e.g., audio- or videotapes, interviews, reading, experiences, projects, displays, oral presentations, photographic essays, conference with teacher, field trips, etc.).	_____
____	____	36. Permit the use of calculator to check accuracy of math computation.	_____
____	____	37. Other _____ _____	_____
____	____	38. Other _____ _____	_____
____	____	39. Other _____ _____	_____

Instructional Interventions

____	____	40. Vary lesson presentations between those requiring student to sit still and listen with those that are more visual or participatory.	_____
____	____	41. Modify curriculum (e.g., choose an easier reading level or require fewer or easier spelling words).	_____
____	____	42. Use an interactive teaching approach that introduces the same information to the student through each of the senses.	_____

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Begin Date	End Date		Degree of Success
____	____	43. Use strategies that cue student as to the expected learning outcomes (e.g., maps, charts, outlines, preview questions, study guides, or vocabulary lists to focus student's attention on key information).	____
____	____	44. Devote some instructional time each day to the teaching or reviewing (or both) of memory, reading, organizational, or behavioral strategies.	____
____	____	45. Structure lessons in a logical and sequential fashion. Minimize instructional "bird walks," which lose or confuse the student.	____
____	____	46. Keep directions brief, logical, and sequential.	____
____	____	47. Summarize key information more frequently and check for understanding by asking student(s) to respond physically (e.g., thumbs up, thumbs down).	____
____	____	48. Provide periodic breaks in longer lesson presentations.	____
____	____	49. Use the overhead projector to focus student's attention (e.g., frame important information, reveal a step-by-step process, use different colors and shapes, or involve the student in writing on the transparency).	____
____	____	50. Give student verbal and visual clues in anticipation of introducing important information or key concepts.	____
____	____	51. Use computer-based drills and instruction to provide practice and to reinforce basic skills.	____
____	____	52. Use proximity to the student during a lesson presentation to increase interaction and to hold his or her attention.[6]	____
____	____	53. Develop private signals with student to focus his or her attention (e.g., wink, point to ears or eyes, touch top of head).	____
____	____	54. Use the unison response method for increased student attention and participation (e.g., individual chalkboards or magic slates, or yes-no class responses, such as thumbs up or down or open hand, closed hand).	____
____	____	55. Make frequent direct eye contact to gain and hold student's attention during lesson presentation.	____
____	____	56. Present more difficult subjects or tasks to the student when performance is at peak (e.g., first thing in the morning, 2 hours after medication has been given).	____
____	____	57. Teach memory strategies, such as mnemonics, frequent written or spoken repetitions, visualization, or oral rehearsal.	____

Begin Date	*End Date*		*Degree of Success*
_____	_____	58. Use the "turn to your partner" technique during the lesson presentation to help the student summarize what he or she has learned or to refocus attention.	_____
_____	_____	59. Teach student specific information-locating strategies (e.g., how to use textbooks, reference books, skimming and scanning, and card catalog).	_____
_____	_____	60. Develop a classroom or subject matter reference book that contains frequently used vocabulary or spelling words, rules, procedures, checklists, and mathematical formulas.	_____
_____	_____	61. Keep a folder containing the student's best work as a comparative standard against which to evaluate future performance.	_____
_____	_____	62. Evaluate all instructional handouts to make sure they are well-designed and clearly written. Avoid any material that is poorly photocopied, handwritten, or in tiny type.	_____
_____	_____	63. Develop specific and consistent classroom routines to facilitate learning and organization (e.g., how to get help when student has questions, where to turn in completed assignments, what to do when free time is available, etc.).	_____
_____	_____	64. Make sure student comprehends task before permitting him or her to begin independent work (e.g., repeat the directions to the teacher or another student, write down the steps, or highlight the directions on a handout as they are read aloud).	_____
_____	_____	65. Teach mathematical processes using manipulatives and real-world examples.	_____
_____	_____	66. Visually display commonly used mathematical formulas. Show examples in a step-by-step format or develop a checklist.	_____
_____	_____	67. Use daily oral activities (e.g., one math problem-solving activity; one language activity, one memory technique per day) to reinforce skills.	_____
_____	_____	68. Visually display the most commonly used problem-solving strategies in mathematics.[7]	_____
_____	_____	69. Use graph paper for math computation to keep numbers in columns.	_____
_____	_____	70. When working story problems, have the student underline key words and phrases.	_____
_____	_____	71. Other _____	_____
_____	_____	72. Other _____	_____

Begin Date	End Date		Degree of Success
____	____	73. Other _____	____
		_____	

Organizational Interventions

____	____	74. List all special classroom events for the week or month on a large calendar and periodically refer to them to assist student with long-term planning.	____
____	____	75. Give student a few minutes at the end of each subject or class to organize books, papers, and so on, before beginning next instructional sequence.	____
____	____	76. Give student extra set of books to increase the likelihood that texts will always be available when needed. Keep one at school and one at home.	____
____	____	77. Use color-coded materials to help student keep organized (e.g., folders, sticky notes, xeroxing on different colors of paper).	____
____	____	78. Require that the student have individual notebook or folders for each subject. Help the student index them.	____
____	____	79. Notify parent(s) immediately of missing or incomplete assignments.	____
____	____	80. Develop a reward-and-consequence system for both in-school work as well as homework completion.	____
____	____	81. Assist student to develop a system to keep track of completed, partially completed, and corrected work (e.g., folders, notebook, baskets, etc.).	____
____	____	82. Provide frequent reminders (both written and verbal) of due dates for assignments.	____
____	____	83. Divide lengthy, long-range assignments into steps, and provide intermediate deadlines for the completion of each step.	____
____	____	84. Develop checklists for common classroom assignments (e.g., writing a book report, composing an essay, doing a long-division problem). Tape these lists to the desk or keep them in a notebook where they are easily accessible.	____
____	____	85. Develop checklists for common classroom procedures (e.g., arriving at school, getting ready to go home).	____
____	____	86. Establish, display, and maintain a daily classroom routine and schedule. Explain changes to the schedule well in advance.	____
____	____	87. Monitor clutter on the student's desk. Make sure the desktop is free from all material except that on which he or she is working.	____

Begin Date	*End Date*		*Degree of Success*
____	____	88. Have the student clean out and reorganize his or her desk or locker at regular intervals. Ask the student to purchase a desk or locker organizer to assist.	_____
____	____	89. Check notebooks and folders weekly to make sure completed work has been turned in and graded assignments have been taken home.	_____
____	____	90. Write all assignments for the day on a chalkboard or flip chart. Use color, graphics, and humor to keep this area interesting.	_____
____	____	91. Provide a time at the end of each day for the student to reorganize his or her desk and homework materials. Designate a "coach" or "buddy" to help with this organizational checkpoint.	_____
____	____	92. Have student cross items off a list when completed to promote a sense of accomplishment.	_____
____	____	93. Systematically teach organizational skills to student, focusing on the skills before the subject matter.[8]	_____
____	____	94. Teach student to monitor and record his or her own work productivity and behavior.	_____
____	____	95. Other _____	_____
____	____	96. Other _____	_____
____	____	97. Other _____	_____

Homework Interventions

____	____	98. Go over assignments that will be going home using both auditory and visual presentations whenever possible (e.g., chalkboard, overhead, or handouts).	_____
____	____	99. Ask student to restate homework expectations or read them aloud from his or her assignment notebook before leaving classroom.	_____
____	____	100. Allow extra time for student to copy assignments.	_____
____	____	101. Develop a homework buddy system in which the buddies monitor each other to make sure the assignments are understood and all necessary materials are taken home. Encourage buddies to exchange telephone numbers.	_____

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Begin Date	*End Date*		*Degree of Success*
_____	_____	102. Require the regular use of an assignment notebook. Include columns for assignment, date due, and date handed in. Inspect and initial each day. As student learns routine and becomes more consistent, sign once per week.	_____
_____	_____	103. Require periodic status reports on long-term assignments.	_____
_____	_____	104. Provide a step-by-step sequence of intermediate steps when giving the student a complex assignment.	_____
_____	_____	105. Frequently review and reinforce successful homework strategies in cooperative groups.[9]	_____
_____	_____	106. Monitor the writing down of homework assignments.	_____
_____	_____	107. Send daily or weekly progress reports home.	_____
_____	_____	108. Eliminate all "busywork" homework assignments; include only material that is absolutely necessary to practice or learn.	_____
_____	_____	109. Use highlighter markers or "neon" sticky tabs to indicate to the student where to start or stop an assignment or where important information can be found.	_____
_____	_____	110. Reduce the amount of homework initially to achieve small increments of success, and then gradually increase expectations as confidence increases.	_____
_____	_____	111. Permit the student to submit work as soon as it is completed.	_____
_____	_____	112. Give feedback on all completed homework assignments.	_____
_____	_____	113. Have frequent, even if short, one-to-one homework conferences with student to assess completion rate, quality of work, and problems he or she may be having.	_____
_____	_____	114. Assign a peer to help the student with homework.	_____
_____	_____	115. Allow the student additional time to turn in homework assignments.	_____
_____	_____	116. Send homework assignments and materials home with someone other than the student (e.g., sibling or neighbor).	_____
_____	_____	117. Provide ample guided practice for the student prior to giving homework assignment(s).	_____
_____	_____	118. Other _____ _____	_____
_____	_____	119. Other _____ _____	_____

Begin Date	End Date		Degree of Success
____	____	120. Other _____	_____
		_____	

Behavioral Interventions

____	____	121. Design an individual behavior management plan suited to the student's unique needs.[10]	_____
____	____	122. Use a timer to help student stay on task. He or she can be rewarded when he or she beats the timer.	_____
____	____	123. Structure positive ways student can receive attention from teacher (e.g., classroom or leadership responsibilities).	_____
____	____	124. Establish a secret signal to remind the student to return to task. Praise the student when he or she is on task.	_____
____	____	125. Implement a cognitive behavioral modification or therapy program to encourage a self-monitoring approach on the part of the student.[11]	_____
____	____	126. Have student chart his or her own instances of appropriate or inappropriate target behavior (e.g., hand raising, on-target conversation or interruptions, swearing).[12]	_____
____	____	127. Give the student choices when possible (e.g., to decide whether to work on math or reading assignment).	_____
____	____	128. Give specific praise for desired behavior, taking care to give more praise than reprimands.	_____
____	____	129. Keep reprimands brief and directed at unwanted behavior rather than at the student.	_____
____	____	130. Develop classroom rules with student discussion and input.	_____
____	____	131. Teach classroom rules as if they were subject matter. Role-play examples of excellent behavior. Give student(s) opportunities for practice. Test knowledge of rules. Review rules regularly.	_____
____	____	132. Set hourly, daily, weekly, or monthly goals with the student, and provide frequent feedback on the student's progress.	_____
____	____	133. Develop a hierarchy of consequences.[13]	_____
____	____	134. Teach "stop, listen, think, say, do" strategy to reduce impulsivity.	_____

Begin Date	*End Date*		*Degree of Success*
		Social Skills Interventions	
_____	_____	135. Use positive practice to reinforce desired skills.	_____
_____	_____	136. Praise appropriate social behavior more frequently than reprimanding inappropriate behavior. Tally the incidence of each.	_____
_____	_____	137. Set up social behavior goals with student, and implement a reward program.	_____
_____	_____	138. Prompt appropriate social behavior either verbally or with a private signal.	_____
_____	_____	139. Teach prerequisite skills for cooperative learning (listening, accepting feedback, praising, giving feedback), and use this technique in classroom when appropriate.[14]	_____
_____	_____	140. Implement a social skills program either with the individual student or with the entire class.[15]	_____
_____	_____	141. Reinforce social skills training in natural settings (e.g., playground, lunchroom).	_____
_____	_____	142. Assign special responsibilities to student in presence of peer group so others observe the student in a positive light.	_____
_____	_____	143. Use group rewards as an incentive (e.g., use "hero" technique in which one student earns a reward for the entire class).	_____
_____	_____	144. Change reinforcers frequently to maintain interest and motivation. Consult with student regarding choice of reinforcers.	_____
_____	_____	145. Other _____	_____
		_____	
_____	_____	146. Other _____	_____
		_____	
_____	_____	147. Other _____	_____
		_____	

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NOTES AND RESOURCES

1. Intervention #2: This seating arrangement could have its disadvantages because the student will lose the opportunity to pick up visual cues from classmates regarding appropriate attending behaviors and that textbooks and materials are being used. Consider a seat near the front rather than in the front row as another option.

2 Intervention #8: Encourage student to use seat isometrics, such as pushing feet down on floor or pulling up on the bottom of the chair.

3. Intervention #10: If the classroom teacher is personally sensitive to distractions and movements, associates stillness with attentiveness, or believes that the student is purposely annoying the teacher, educate the teacher regarding the needs of the student with ADHD for movement to aid in concentration.

4. Intervention #18: *Solving School Problems: Kindergarten Through Middle School* (Harold Shaw, 1995) and *"The Dog Ate It": Conquering Homework Hassles* (Harold Shaw, 1997) by Elaine K.McEwan contain a variety of test-taking strategies that can be taught to students.

5. Intervention #31: *Solving School Problems: Kindergarten Through Middle School* (Harold Shaw, 1995) by Elaine K. McEwan contains a variety of comprehension strategies that can be taught to students.

6. Intervention #52: Long and Newman's "Managing Surface Behavior of Children in School," in N.J. Long, W. C. Morse, and R.G. Newman (Eds.), *Conflict in the Classroom: The Education of Children With Problems*, Fourth edition, pp. 233-241 (Wadsworth, 1980) describes five different levels of proximity control: (a) orienting one's body toward a student, (b) walking toward a student, (c) putting one's hand on the student's desk, (d) touching or removing the object used by a student to create distraction, or (e) putting one's hand gently on a student's shoulder or arm. Note that care must be taken when personally touching a student, however, because some students react negatively to touch.

7. Intervention #68: *Solving School Problems: Kindergarten Through Middle School* (Harold Shaw, 1995) by Elaine K. McEwan contains a variety of mathematical problem-solving strategies that can be taught to students.

8. Intervention #93: Sandra Rief, in *How to Reach and Teach ADD/ADHD Children: Practical Techniques, Strategies, and Interventions for Helping Children With Attention Problems and Hyperactivity* (The Center for Applied Research in Education, 1993, p. 45) suggests that students should be taught how to organize their material, organize their workplace, record their assignments, make lists, prioritize activities, plan for short-term assignments, break down long-term assignments, know the standards of acceptable work, read and use a calendar, read a clock and follow a schedule, know what to take home and leave home, know what to take home and return, know when and where to turn in assignments, know what to do specifically during seat work time, know what to do when seat work is completed, and know what materials are needed and expected.

9. Intervention #105: A variety of excellent materials to teach cooperative learning techniques to both teachers and students can be obtained from Interaction Book Company, 7208 Cornelia Drive, Edina, MN 55435 612-831-9500.

10. Intervention #121: See Ginger Rhode's, *The Tough Kid Book: Practical Classroom Management Strategies* (Sopris West, Inc., 1992) for hundreds of ideas on structuring classroom management for challenging children. 1-800-547-6747. Possible programs include behavior contracts, cost-reward systems (student earns points, tokens, chips, etc. for desired behavior as well as losing tokens, etc. for undesirable behavior), and cost-response systems (student starts day with all the points, tokens, etc. and has to work to keep them).

11. Intervention #125: See Lauren Braswell and Michael Bloomquist's, *Cognitive Behavioral Therapy With ADHD Children: Child, Family, and School Interventions* (The Guilford Press, 1991).

12. Intervention #126: *Making It Work on Monday* by Susan L. Fister and Karen A. Kemp (Sopris West, 1995) contains "countoons," ready-made charts with cartoon characters on which students can count their appropriate and inappropriate behaviors. 1-800-547-6747.

13. Intervention #133: Mary M. Kerr and C. Michael Nelson (*Strategies for Managing Behavior Problems in the Classroom.* New York: Macmillan, 1989) have suggested a range of negative consequences that have been found to be effective: (a) use of soft reprimands, (b) in-class time-outs (e.g., sending to corner of room or outside door of room), (c) changing a preferred seat location, (d) taking away privileges (e.g., free time, class helper status), (e) taking away points or token that may have been earned, (f) during-school detention (e.g., during activity or elective periods), (g) before-school or after-school detentions, (h) restitution activities (e.g., repaint the room, repair a chair, replace a pen), (i) parent telephone calls or conferences, (j) time-outs or conferences with principal, (k) recording a poor score on behavior for grading class participation or work habits or both. Other possible negative consequences that might be included in the hierarchy include (a) head down on desk, (b) time in school office, (c) in-school suspension, and (d) out-of-school suspension.

14. Intervention #139: See note for Intervention #105.

15. Intervention #140: Possible choices include Dowd and Tierney's *Teaching Social Skills to Youth* (Boystown Press, 1992) and their companion book for students, *Basic Social Skills for Youth: A Handbook From Boystown;* Camp and Bash's *Think Aloud: Increasing Social and Cognitive Skills: A Problem-Solving Program for Children* (Research Press, 1981); and Ginger Rhode's *The Tough Kid Social Skills Book* (Sopris West, Inc., 1995).

Permission to revise, expand, and adapt the Classroom Intervention Checklist for publication was granted by West Chicago District #33, West Chicago, Illinois.

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